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*Homer, Odyssey VI.* By CHAS. W. BAIN. School Classics. Ginn & Co.

IN college requirements the Iliad has generally been specified; overworked or lazy teachers have found the three books over which they themselves toiled at school most convenient for their own teaching; and American school editions of Homer have reflected the situation and helped to make it permanent. Yet young people enjoy the wanderings of Odysseus more than the wrath of Achilles, and there is every reason why their taste should be considered. In the general liberalization going on in classical studies, it may be hoped that the colleges will cease to show a preference for the Iliad, that teachers will be dissatisfied to read always the same small portion of Homer, and that publishers will vie with each other to produce the most attractive editions of the *Odyssey*.

Mr. Bain's edition is attractive enough, but would receive a wider welcome if the amount of Homeric text included were not so scanty—331 lines. A beginner's class taking never more than twenty lines should finish the text in twenty recitations. In order to go on with the Phæacian episode (the natural thing to do) it would be necessary to buy one of the larger editions; and most teachers would think that better done at the outset, if at all. No doubt the book will be largely used for supplementary or sight reading by classes at work on other parts of Homer, but for this purpose, too, many teachers will prefer a much more generous text.

The notes are in general correct and judicious, and a special effort has been made to develop literary features of the poem. If the effort is sometimes too apparent, it must be remembered that it is very hard to make a boy see (if he doesn't see) that the poet has said a good thing, or said it artistically. In passing, a protest must be entered against the comment on line 141 (where Nausikaa faces Odysseus): "A beautiful instance of maidenly purity and innocence, which are exhibited by her fearlessness." This implies an unjust reflection upon the attendant maidens, who behaved just as pure and innocent maidens would naturally do at sight of the hideous stranger behind his bush. Nausikaa's stand exhibited not so much purity and innocence, as good sense, and the high spirit and self-control befitting the king's daughter.

Comparatively little is said about Homeric forms, and this is well. The only way to make the task of learning the new dialect interesting

is to lead the pupil to make out the main facts for himself from the text. There are few forms in this book which a boy who knows his Attic ought not to locate readily, after a little study of the context. It would have been well to mention somewhere that the meter is hexameter, or to bring the fact to notice by a question. The terms *arsis* and *thesis* are used in the later sense, though both the school grammars have returned to the original usage.

The English of the notes is not all that might be desired. *Which*, *it* and *this* are too often used without any apparent antecedent. *E. g.*, "The accent (of  $\ddot{\alpha}\pi\circ$ ) is due to the position of  $\ddot{\alpha}\pi\circ$  after its noun, which is called 'Anastrophe.'"

The book contains a brief account of the Homeric question, concluding with a remark which will leave the youthful reader much as it finds him: "the tendency of modern investigation is in favor of a natural and organic development for both poems." The concordance-vocabulary and word-groups are excellent features, which the book shares with the rest of this series.

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*The Philosophy of School Management.* By ARNOLD TOMPKINS.  
Ginn & Co.

WE had occasion to re-read not long ago Professor Tompkins' *Philosophy of Teaching*, in which we were strongly reminded anew of the fact that that work was far out of the ordinary run of treatises on theory and practice. The nucleus of the work now under discussion appeared as a chapter in the first edition of the *Philosophy of Teaching*. The idea of the book is stated in the first paragraph as follows: "The school is an organic process. It is this process which is to be managed, and for which there must be a fundamental law,—a law which gives unity to the diversity of functions in the manifold parts,—the Law of Unity." This idea is carried out in all of the details of school organization and management. The first sixty-seven pages of the work are quite philosophical, the remainder much more practical and direct. The book reveals on every page, wide experience, good judgment and careful thought. Every word is a protest against Philistinism in the school. We do not see how a teacher can fail, if he or she reads the book intelligently, to be stimulated and helped. The tendency of the book is to elevate school management